

**AN ERROR ANALYSIS OF PREPOSITION IN SIMPLE
SENTENCES AT THE SECOND YEAR STUDENTS
OF MTS NEGERI SUNGAI APIT**



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1431 H / 2010 M**

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Thesis

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CHAPTER I

INTRODUCTION

A. Background of the Problems

Writing is one of the language skills especially in English. It is one of the ways to communicate. It plays important role to convey ideas, messages, feeling and others in written form. Hughey (1983:33) says, "Through writing we express our feeling, our hopes, dreams, and joys as well as our fears, angers, and frustrations". In writing, writers deliver their ideas or messages to the readers indirectly. It means the writers cannot correct the mistakes or revise the statements to the readers directly. Therefore, when the writers are producing ideas or message, they should determine what to write; they should have something meaningful to convey.

In principle, to write means to try to produce or reproduce written messages (Bram, 1995:7). To put forward message successfully, the writers apply a number of grammar. Grammar has been plaguing so many language learners even after they have more or less master the more global features of written English, such as organization and coherence. Moreover, the construction of structure has to be built according to the grammatical rules by the students who are studying a foreign language, for example English. Grammatical rules have been taught to enable the students to deal with using good forms of sentence structure. Then, they can produce good writing.

In writing, mastering grammar is very important. It is a basic of language mastery. Without mastering grammar, the writers will get difficulties on how to use it and the readers cannot catch the writers' message well. Chomsky in Boey (1975:57-59) states that grammar is a device of some sort for producing the sentence of the language under analysis. He also adds that the grammar can be defined as a set of rules that would generate all the possible sentence of language and none of the impossible ones. Thus, the students who are learning English should know enough in grammar in order to grasp the idea of a material or to construct a good sentence in writing.

Grammar is one of the language components that hold prominent roles in spoken and written language. For those who want to be proficient in both of them, especially for the students, should own good capability in mastering grammar. In line with this, Richard (1999:161) states that grammar is description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in language. It means that language ability whether spoken or written can be form evaluated based on grammar used. Even, the use of grammar will influence language meaning. Therefore, it should be paid attention by the students when they are communicating to one another. Therefore, studying and mastering English grammar is very necessary in order to produce acceptable writing English in simple sentences.

According to Thomson and Martinet (1986:91), that there are eight parts of speech in English grammar namely; noun, pronoun, verb, adjective, conjunction, preposition and interjection.

As one of parts of speech, preposition is used in communication and it is a problem for most English learners that is often confusing for students. According to Good and Minnick (in Mariati, 2008:14), preposition connects a noun pronoun to some other words in a sentence. Marjorie et al (in Mariati 2008:14) define that a preposition is a word that introduces a phrase modifying another word or a part of sentence. Preposition has been called the biggest little words in English. They are usually quiet short and significant looking, but they have very important function.

In preposition, there are two main problems; to know whether in any construction a proposition is required or not, and which preposition to use when one is required. Preposition is very important to be mastered in writing because it is one of important ways to convey or clear our message but they are difficult because almost every preposition has definition. So, the writers must be able to use a preposition correctly in order to understand the readers where actions and events happen.

Using preposition correctly is not easy especially English learners. Most of students have error in using preposition. Brown (2000:217) states that error is noticeable deviation from the adult grammar of native speaker reflect the competence of the learner.

Writing, especially in writing a simple sentence by using preposition is one of the English components taught to the students in every education level: from the beginning to the advanced level. However, almost students are not able to use prepositions correctly. They know every word of preposition but they are not able to use it in simple sentences. This is fact that most of students who learn grammar still have mistakes in preposition including the students of MTs Negeri Sungai Apit especially the second year students.

MTs Negeri Sungai Apit is one of the Islamic junior high school located in Siak Sri Indrapura Regency. The students study English at this school for two meetings a week and every meeting has 90 minutes. There are two English teachers at MTs Negeri Sungai Apit. Both of them graduated from University of Riau (UR). They are knowledgeable in English and they are very professional in teaching and learning process.

The aim of study English at Junior High School based on KTSP (Education Unit Level Curriculum) is the students can develop their communication competency in oral and written to achieve their literacy at functional level. In Functional level, the students are able to use the language in order to fulfill daily needs, both in oral and written communication. In written communication, the students should be able to write simple sentences by using preposition.

Beside that the aspect of support the competence they are: linguistic competence (use grammar such as: preposition, vocabulary, phonetic, and syntax), sericulture competence, (use expression and language action in giving the kinds of

communication text), strategy competence (able to overcome problem which arise in communication process with many ways for continuously communication, discourse framer competence (use instrument of discourse). In functional level the students need grammar especially preposition to develop their writing in simple sentences.

In process of teaching and learning English especially preposition, the teacher use text book and they teach based on the syllabus of English subject KTSP at the second year of junior high school (2009:51). In the curriculum, the standard competency of curriculum states that the students should be able to express the meaning of functional writing text and simple in the descriptive form and recount interact with environment.

In the curriculum also is stated that there is base competency. In the base competency is stated that the students should be able to express the meaning of the text by using many language items accurately, fluently, and able to interact with the environment. By using the curriculum is hoped the teacher applies appropriate and strategy in teaching and learning English especially in teaching writing in simple sentences by using preposition. The teacher uses different methods in teaching preposition in simple sentences. In this method, the teacher-centered activities are dominated in the classroom, the teacher gives the materials, explains them to the students and the students should understand what the teacher means.

Based on the writer preliminary observation in MTs Negeri Sungai Apit, the students have studied about preposition especially in simple sentence. Then, they are expected to have ability to use preposition perfectly, especially in producing simple sentence. Moreover, they have studied it for several meetings. In fact, the students still have mistakes in using preposition. They still get difficulties in understanding it. In other words, they still produce error in using preposition. Therefore, it cannot be admitted that they have mastered preposition well.

Theoretically, the students are able to solve the all-material problems especially in using preposition in simple sentences, but the second year students of MTs Negeri Sungai Apit as beginners in studying writing English are not able to understand and to use preposition correctly. They realize that prepositions are an important aspect in writing. If they master preposition, they will be able to create a good sentences.

However, some of them are not able to differentiate the function of words of preposition, they are not able to use preposition correctly. As a result, they are not able to create good simple sentences. It can be seen from the examples below:

1. His birthday is..... January
 - a. on
 - b. in
2. His birthday is January 28
 - a. in
 - b. on

From the examples above, most of the students are not able to answer the questions. There are 26 of 40 students choose a (on) for the first question and 20 of 40 the students choose a (in) for the second question. Finally, the writer concludes that most of the students fail in answering the questions of preposition. Actually, the correct answer for number one is b (in), and the second one is b (on).

Based on above the background above, the second year students of MTs Negeri Sungai Apit have some problems in using preposition. Therefore, the writer concludes that the students' ability of MTs Negeri Sungai Apit in using preposition has not optimal result yet. It can be seen from the phenomena below:

1. Students still fail in using preposition although they have studied about preposition.
2. Some of the students make error in using preposition in simple sentences.
3. Some of the students still make error in using preposition in simple sentences.
4. Some of the students make error to analyze the error of using preposition in simple sentences.
5. Some of students make error to differentiate the use of preposition in simple sentences.

Based on the phenomena above, the writer is interested in doing a research entitled **“An Error Analysis of Preposition in Simple Sentences at the Second Year Students of MTs Negeri Sungai Apit”**.

B. Problems

1. Identification of the Problem

Based on the background and phenomena found by the writer in temporary observation, it is clear that some of the students still have obstacles in English, especially in using preposition in the simple sentences. For more clearly, the problems of research will be identified as follows:

- a. What factor causes some of the students fail in using preposition?
- b. Why are some of the students making error in using the preposition correctly although they have thought before?
- c. What cause the students make error in using preposition in simple sentences?
- d. Why are some of the students making error to analyze the error in using preposition in simple sentences?
- e. Can the students differentiate the use of preposition in simple sentences?

2. Limitation of the Problem

Based on the identification of the problem, there are many problems found in this research. To limit the problem, therefore, the writer decides to limit the discussion on preposition error commonly made by students in writing simple sentences. In this case, the writer only takes common prepositions to be researched; preposition of time and place by using at, in, for, on, and to.

3. Formulation of the Problem

Dealing with the limitation of the problem, this research can be formulated as follows:

- a. What types of preposition that the students tend to make error in simple sentences?
- b. What factors that influence the students make error in using preposition (at, in, for, on, and to) in simple sentences?

C. Objective and the Significance of the Research

1. Objectives of the Research

- a. To analyze and to find out which preposition that the second year students of MTs Negeri Sungai Apit that tend to make error in simple sentence.
- b. To find out the factors that influence the students make error in using preposition in simple sentence.

2. Significance of the Research

- a. The study on the student error may be useful for English teacher in order to evaluate the common types of error made by their students.
- b. Based on the finding of the study, the writer can give suggestion for English teacher in case of teaching preposition.
- c. To provide English teachers with a clear idea in the teaching of structure.

- d. To fulfill one of the requirements in completing the writer's undergraduate degree program at English Education Department of Education and Teacher Training Faculty, of State Islamic University of Sultan Syarif Kasim Riau.

D. Reason of Choosing the Title

The writer is interested in carrying out the title above because of some reasons below: this topic is very important to be discussed. The writer wants to know the error of using preposition in simple sentence made by the students:

1. This topic is important to be researched because it will give us information about the type of preposition error which have been made by the students.
2. This topic is relevant to the writer as one of the students of English Education Department.
3. As far as the writer concern this research title has never been researched yet.

E. Definition of Term

To avoid misunderstanding and misinterpretation, it is necessary to define the operational definition terms comprised in this research:

1. Error

Error is noticeable deviation from adult grammar of native speaker; reflect the competence of learner (Brown, 2000:217). Error refers to competence error where the students do not recognize their error and cannot be self-corrected.

2. Error Analysis

Ubol, in Nuraya (2004:13) Error Analysis is simply defined as a systematic description of an explanation of error made by learners or users in their oral or written production in target language.

3. Preposition

Preposition is a word used with nouns, pronouns and gerunds to link them grammatically to other words (Richards, 1992:286). In this research, prepositions refer to preposition of time and preposition of place or position.

4. Simple sentence is an expression of a complete thought, have a subject, and at least a finite verb; a subject and finite verb are two minimum requirements for a simple sentence (Bram, 1995:38). In this research, the writer only focuses on simple sentence.

CHAPTER II

LITERATURE REVIEW

A. THEORETICAL FRAMEWORK

1. Error Analysis

There are various definitions of error analysis, as a standard to know the students error. It is very important to explain what error. Ubol, in Nuraya (2004:13) views that error analysis is a systematic description and explanation of the error made by the language learners or language users in their oral and written production in the target language. It means that the error analysis can be seen from the error made by language users in written production in their subject (preposition).

The procedure for analyzing learner errors includes the following steps (Ellis 1994):

- a. **Collection of a sample of learner language.** Most samples of learner language which have been used in error analysis include data collected from many speakers who are responding to the same kind of task or test (as in **Morpheme Order Studies**, which are discussed below). Some studies use samples from a few learners that are collected over a period of weeks, months, or even years in order to determine patterns of change in error occurrence with increasing L2 exposure and proficiency.
- b. **Identification of errors.** This first step in the analysis requires determination of elements in the sample of learner language which deviate from the **target** L2 in some way. Corder (1967) distinguishes between

systematic **errors** (which result from learners' lack of L2 knowledge) and **mistakes** (the results from some kind of processing failure such as a lapse in memory), which he excludes from the analysis.

- c. **Description of errors.** For purposes of analysis, errors are usually classified according to language level (whether an error is phonological, morphological, syntactic, etc.), general linguistic category (e.g. auxiliary system, passive sentences, negative constructions), or more specific linguistic elements (e.g. articles, prepositions, verb forms).
- d. **Explanation of errors.** Accounting for why an error was made is the most important step in trying to understand the processes of SLA. Two of the most likely causes of L2 errors are **interlingual** ('between languages') factors, resulting from negative transfer or **interference** from L1 and **intralingual** ('within language') factors, not attributable to cross-linguistic influence. Intralingual errors are also considered **developmental** errors and often represent incomplete learning of L2 rules or overgeneralization of them. Distinguishing between interlingual and intralingual errors implicitly builds upon CA procedures, since the distinction requires comparative knowledge of L1 and L2. For example, the following passage was in a letter written to me by a native Korean speaker. I have underlined and numbered the errors

*The weather is been¹ very hot in the² Washington D.C. There
climate³ last week warm⁴.*

- 1) Use of *is* instead of *has* with *been* (**intralingual/developmental** error). This is evidence that the speaker/writer is learning the English auxiliary verb system, but hasn't yet mastered the distinction between forms of *be* and *have*, which doesn't exist in Korean.
- 2) Use of *the* with a place name (**intralingual/developmental** error). This is evidence that the speaker/writer is learning to use articles in front of nouns (no articles are used in Korean), but hasn't yet learned that they don't occur before most place names.
- 3) *There climate* is a direct translation of the Korean phrase which would be used in this context (**interlingual/interference** error).
- 4) In Korean the word for 'warm' is a verb itself, so no additional verb corresponding to English *was* would be used (**interlingual/interference** error).

e. **Evaluation of errors.** This step involves analysis of what effect the error has on whoever is being addressed: e.g. how 'serious' it is, or to what extent it affects intelligibility, or social acceptability (such as qualifying for a job). In the example I gave of the Korean L1 speaker making errors in a letter to me, the errors are not serious at all. We are friends, and the ungrammaticality of many of her sentences has no bearing on the social relationship; furthermore, there is no resulting misinterpretation of

meaning.

Richards (1974:6) said there are two causes error, they are:

1. Interlingua errors are the errors made by the learners because the characteristics of their native language or mother tongue interfere the language being learned.

According Richards (1992:186), states that in language learning, learner errors are caused by several different processes, these include:

- a. Borrowing pattern from the mother tongue (language transfer)
- b. Extending pattern from the target language (overgeneralization)
- c. Expressing meanings using the words and grammar which are already known (communication strategy) .

Beside that according Saville (2005:95), said that an interlanguage has the following characteristics:

- a. Systematic. At any particular point or stage of development, the IL is governed by rules which constitute the learner's internal grammar. These rules are discoverable by analyzing the language that is used by the learner at that time -- what he or she can produce and interpret correctly as well as errors that are made.
- b. Dynamic. The system of rules which learners have in their minds changes frequently, or is in a state of flux, resulting in a succession of interim grammars. Selinker views this change not as a steady progression along a continuum, but discontinuous progression 'from stable plateau to stable plateau' (1992:226).

- c. Variable. Although the IL is systematic, differences in context result in different patterns of language use (discussed in Chapter 5).
 - d. Reduced system, both in form and function. The characteristic of reduced form refers to the less complex grammatical structures that typically occur in an IL compared to the target language (e.g. omission of inflections, such as the past tense suffix in English). The characteristic of reduced function refers to the smaller range of communicative needs typically served by an IL (especially if the learner is still in contact with members of the L1 speech community).
2. Intralingua and development errors are the errors which reflect general efforts to learn the second language, which show the development of learning techniques.

Furthermore, Richard (1974:6) classifies the type of intralingua error into:

- a. Overgeneralization. It covers instances where the learner creates a deviant structure on the basis of his/her experience of other structures in the target language.
- b. Ignorance of rule restriction (Analogy). The errors are closely related to generalization deviant structures. It is failure to observe the restriction of existing structures, that is, application of the rules to context where they do not apply.
- c. Incomplete application of rules. The occurrences of structure whose deviancy represent the degree of the required to produces acceptable utterances.

- d. False concept hypothesized. It is faulty comprehension of distinction in the target language.

From the statement above, it can be concluded that there are two causes of errors: the first, Interlingua errors that is caused by learners' mother tongue on the production of the target language, second, intralingua error that is caused by overgeneralization, ignorance of rule restriction and incomplete application of rules.

According to Brown (1980:177-180), there are four causes of error. They are:

- a. Intralingua

Intralingua error happened because of the interference of mother tongue into target language. Interference is transfer of a native language, which impedes the learning of target language causes of differences between both languages. In this early stage, before the system of the second language is familiar, the native language is the only linguistic system in previous experience upon which the learners draw.

- b. Interlingua

The early stage of language learning is characterized by the predominance of interlingua, but once the learner has begun to acquire part of the new system, more and more interlingua generalization within the target language manifested, his previous language itself experience begin to include structure within target.

c. Context learning

Context refers to the classroom with its teacher and its materials in the case of school learning. In a classroom context the teacher or the textbook can lead the learner to make faulty hypotheses about a language. Students often make errors because of misleading explanation from the teacher, faulty presentation of a structure of word in a textbook.

d. Communication strategy

Communication strategies actually include processes of Interlingua and intralingua and the context of learning as a learner tries to get a message across to a hearer or reader.

2. Concept of Error and Mistake

Brown (1980:70) says that an error can be recognized when it happens repeatedly in sentences. It means the student cannot correct the sentences that they make by them selves until their teachers correct them. It is called by systematic error. Malachi et al (1989) made a clear distinction between error and mistake. He states, error is a systematic deviation when a learner has something and got inconsistently.

Aladdin (in Oktaviana, 2009:9) quotes the differences between mistake and error, as follows:

Table II. 1
The Differences between Mistake and Error

Mistake	Error
1. Mistakes are caused by lack of performance. (Brown, 1980)	1. Errors are caused by lack of competence. (Brown, 1980)
2. Mistakes are not systematic. (Ellis, 1980)	2. Errors are not systematic that their occurrence in some way regular. (Ellis, 1980)
3. Mistakes can be corrected by the learner himself. (Mc. Keating, 1985)	3. Errors cannot be corrected by the learner himself. (Mc. Keating, 1985)
4. Mistakes are result from failure. It is caused by forgetfulness. (Mc. Keating, 1985)	4. Errors are caused by not knowing of the target language rule. (Mc. Keating, 1985)
5. Mistakes are also made by the adult native speaker. (Brown, 1980)	5. Error is not always made by the adult native speaker. (Brown, 1980)

From the quotation above, it can be concluded that the differences between error and mistake. Errors are produced by the students if they have not learned the correct form yet, but mistake causes inconsistent deviation and the learner has learned about the correct form before.

Beside that, error and mistake are similar in meaning, but they are different in causes. In learning activity, mistake is the deviation that might occur once but not the second time. It is caused by a momentary lapse of memory in

which when the students make a mistake. They will be able to correct it later. But error is caused by lack of knowledge and the students are not able to correct it.

3. Types of Error

Michaelides (in Mariati, 2008:10)) distinguishes the types of students' error as error performance or error competence as follows:

- a. Errors of performance are unsystematic and not very serious, because the students can correct by themselves when their attention is drawn to them. These errors are included to carelessness, lapse of memory, ill, emotional state, etc, and these errors should not worry us.
- b. Errors of competence are persistent and systematic and in consequence serious, and their treatment calls for careful analysis to discover their cause. These errors represent the learners' rational competence.

From the explanation above, it means that errors of performance are not serious as error of competence and that proper analysis of students from the explanation above, it means that errors of performance are not serious as error of competence and that proper analysis of students' errors can be invaluable to language teaching.

4. Significance of the Learners' Error

The process of mastering English as a foreign language involves a possibility of making error. These errors show that a learner tries to develop a system to form

the better one. English teacher should give their attention to the learners error. They must understand what their learners need in mastering English.

Corder (in Richard, 1974:25) explains that the error made by the students can be significant in three ways:

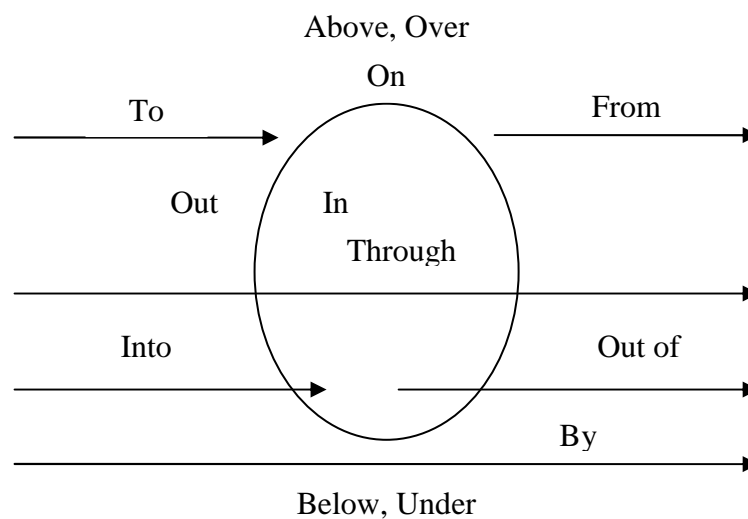
- a. They tell the teacher how far a learner has progressed and what remains for him to learn.
- b. They give a teacher evidence of how language is learnt and what strategies or procedure should be applied the learner in order to acquire the target language.
- c. They are divided to the learner hypothesis about the nature of the language he is learning.

From the statement above, it is apparent that studying learners' error systematically is importance because these errors will give valuable inputs to the English teacher.

5. The Nature of Preposition

Grammar is important in learning writing, especially in form of simple sentence. Without having good understanding in grammar, our writing will no be easy to be understood. Emmitt and Jhon Pollock (in Gita, 2007:9) define that grammar means the perspective set of rules, which dictates how we should use language. There are many items that consist of grammar, one of them is preposition. It is an important part in writing because we often use preposition to link some other words in a sentence.

According to Pyle and Page (1995:276-282) state that preposition are difficult because almost every definition for a preposition has exceptions. The best way to learn them is to picture how they function in comparison with other prepositions and to study certain common uses and expressions using the various prepositions. The following diagram will give us general ideas of how preposition work.



1. During. It is usually followed by a noun indicating time. It indicates duration of time. Example: *During our vocation, we visited many relatives across the country.*
2. From. It means the opposite of *to*. He came *from* Pekanbaru last night.
 - a. Common usage of *from*:
 - a). From a time to a time. Example: He lived in Pekanbaru *from* 2002 *to* 2008.
 - b). from a place to place. Example: We drove *from* Siak *to* Pekanbaru.

- b. Common expressions with *from*: from time to a time (occasionally).

Example: We visit the art museum *from time to time*.

- 3. Out of. It means the opposite of *into*. Example: He walk *out of* class angrily when Ali admonished him.

- a. Common usage of *out of*: *out of* + noun (to lack, to be without). Example:

Ali went to the store because he was *out of* milk.

- b. Common expression with *out of*:

- a.) Out of town (away). Example: Ani cannot see you this week because she is *out of town*.

- b.) Out of date (old). Example: don't eat that snack. It is *out of date*.

- c.) Out of work (jobless, unemployed). Example: Ali has been very unhappy since he has been *out of work*.

- d.) Out of questions (impossible). Example: your request for an extension of credit is *out of question*.

- e.) Out of order (not functioning). Example: We had to use our neighbor's telephone because ours was *out of order*.

- 4. By. It means to *go past a place* or *to be situated near a place*. Example: we walk by the library on the way home.

- a. Common usage of *by*:

- a.) To indicate the agent in passive sentences. Romeo and Juliet was written *by* William Shakespeare.

- b.) By + specific time (before). We usually eat supper *by* six o'clock in the evening.

c.) By bus/plane/train/ship/car/bike (indicates mode of travel). We traveled to Siak *by* bus.

b. Common expression with *by*:

a.) By then (before a time in the past or future). Example: I will graduate from university in 2008. *By then*, I hope to have found a job.

b.) By way of (via). Example: We are driving to Pekanbaru *by way of* plane.

c.) By the way (incidentally). Example: by the way, I've got two tickets for Saturday's game. Would you like to go with me?

d.) By far (considerably). Example: this book is *by far* the best on the subject.

e.) By accident/by mistake (not intentionally, opposite of *on purpose*). Nobody will receive a check on Friday because the wrong cards were put into the computer *by accident*.

5. In. It means *inside a place* or *enclosure*. It is the opposite of *out*. Example: dr. John is *in* his office.

a. Common usage of *in*:

a.) In a room/building/drawer/closet (inside). Example: your socks are in the drawer.

b.) In + month/year. Example: his birthday is *in* January.

c.) In time (not late, early enough). Example: we arrived at the airport *in time* to eat before the plane left.

d.) In the street. The children were warned not to play *in the street*.

- e). In the morning/afternoon/evening. Example: I have a dental appointment *in the morning* but I will be free *in the afternoon*.
- f). In the past/future. Example: *In the past*, attendance at school was not compulsory but it is today.
- g). In the beginning/end. Example: Everyone seemed unfriendly *in the beginning* but *in the end* everyone made friend.
- h). In the way (obstructing). Example: He could mark his car in the drive way because another car was *in the way*.
- i). Once in a while (occasionally). Example: *Once in a while*, we eat dinner in a chimes restaurant.
- j). In no time at all (in a very short time). Example: Ali finished his *assignment in no time at all*.
- k). In the meantime (at the same time, meanwhile). Example: we start school in several weeks but *in the meantime* we can take a trip.
- l). In the middle. Example: Budi stood *in the middle* of the room looking for his friend.
- m). In the army/air force/navy. Example: My brother was *in the army* for ten year.
- n). In a row. We are going to sit *in the tenth row* of the auditorium.
- o). In the event that (if). Example: *In the event that* you win the prize, you will be notified by mail.
- p). In case (if). Example: I will give you the key to the house so you 'ill have it *in case* I arrived a little late.

q). get in touch with get in contact with. *Example:* It is very difficult to *get in touch with* Jenny because she works all day.

6. On. It means *a position above, but in contact with an object*. *Example:* The bag is *on* the table.

a. Common use of *on*:

a). On a day/date. *Example:* I will call you on Thursday.

b). On a/the bus/plane/train/ship/bike. I came to school this morning on the bus.

c). On a street (situation of a building). *Example:* Bondan lives on 16th Avenue.

d). On the floor of a building. Henry lives on the fifth floor of that building.

b. Common expression with *on*:

a). On time (punctual, used for a scheduled event or appointment, more specific than in time). *Example:* Despite the bad weather, our plane left *on time*.

b). On the corner (of two streets). *Example:* Norman is *on the corner* of 13th street and 5th Avenue.

c). On the sidewalk. *Example:* Don't walk in the street. Walk *on the sidewalk*.

d). On the way. *Example:* We can stop at the grocery store *on the way* to their house.

7. At. It is used to indicate a general location it is not as specific as in. example:

Sari is at the bank.

a. Common usage of at:

a). At + An address. Example: Gorge lives at 12th Avenue.

b). At + specific time. Example: the class begins at 3:10.

b. Common expression with at:

a). At home/at school/work. Example: at night, they are usually at home.

b). At least (at the minimum). Example: we will have to spend at least two weeks doing experiment.

Pertaining to this statement, Hornby (1144:2006) says: “Preposition is the word which is placed before noun or pronoun to show its relationship to some other word in a sentence.” The relationship may be of the place, position, time, direction, and duration Agnihotri (in Gita: 2007:9-10).

a. Preposition of Place

In preposition of place, the writer just takes four samples namely, at, in, on and to.

a) At. It is used to indicate a specific location. (Maflakah:83).

Example: I passed my holiday at Honolulu. It is also used with a street address if the house number is given. Example: I live at 32 Arengka Street.

b). In. It is used with Cities, States, Countries, (Cliff Toefl:211).

Example: He lives in Bandung. It also use to: in Room/Building (inside). Example: Zaura spent all the afternoon in her room.

c). On. It is used to indicate contact with a surface. (Agnihotri: 112).

Example: there is my picture on that wall. It is also used with the same of the name of the street (Maflakhah)

d). To. It is used to indicate the moment from one place to another. (Izzan: 75).

b. Preposition of Time

In preposition of place, the writer just takes the namely: at, in, on, and for.

a) At. It is used to indicate specific point of time. (Agnihotri: 116).

Example: I go to school at seven o'clock.

b) In. It is used with periods. (Agnihotri: 116). Example: you may start to study in June. It is used with lengths of time or it indicates for future time. Example: I will finish my homework in two hours.

c) On. It is used to specify a day, date. (Agnihotri: 116). Example:

The delegate will arrive on Monday

d) For. It is used of a period. (Thomson and Martinet: 95).

Example: He traveled in the desert for six months. It also indicates something is still done. (Maflakhah: 870). Example:

They waited for ten minutes.

Based on the explanations above, the writer only focuses on use preposition of time and preposition of place in simple sentence. They are simple present tense, simple past tense, and simple future tense.

6. The Simple Sentences

According to Bram (1995:38) Simple sentence is an expression of a complete thought, have a subject, and at least a finite verb; a subject and a finite verb are two minimum requirements for simple sentences. The formula as follows:

$S + V + (O) + (A)$

Based on the formula above, they are:

S : Subject

V : Verb

O : Object

A : Adverb

Examples: - We drink. (S + V)

- John plays the guitar (S + V + O)

- All students are going to climb Mount Merapi next Saturday
(S + V + O + A).

In this research the writer only focused on the simple sentences that determined by using preposition of time and place.

7. Factors that Causes the Students Error in Using Preposition in Simple Sentences.

There are two factors that causes students error, they are:

1. Interlingua errors are the errors made by the learners because the characteristics of their native language or mother tongue interference the language being learned.

According Richards (1992:186), states that in language learning, learner errors are caused by several different processes, these include:

- a. Borrowing pattern from the mother tongue (language transfer)

Example:

I **am** here since Monday (Incorrect)

I have been here since morning (Correct)

- b. Extending pattern from the target language (overgeneralization)

Example:

The students are able to use **of** preposition in simple sentences
(Incorrect)

The students are able to use preposition in simple sentences (Correct)

- c. Expressing meanings using the words and grammar which are already known (communication strategy).

Example:

She stays at building

She stays at apartment complex

2. Intralingua and development errors are the errors which reflect general efforts to learn the second language, which show the show the development of learning techniques.

Furthermore, Richard (1974:6) classifies the type of intralingua error into:

- a. Overgeneralization. It covers instances where the learner creates a deviant structure on the basis of his/her experience of other structures in the target language.

Example:

She is pretty girl in the class

He **works** in the office everyday.

She **watches** television in the hotel

I was hungry yesterday

He **worked** in the office last time.

They **played** football last week

Based on the example above, not all of the word in the sentences can give **s/es** or **ed**. But, based on the tense of sentences it self.

- c. Ignorance of rule restriction (Analogy). The errors are closely related to generalization deviant structures. It is failure to observe the restriction of existing structures, that is, application of the rules to context where they do not apply.

Example:

My mother sends **to** me much money today (Incorrect)

My mother sends me much money to me (Correct)

- d. Incomplete application of rules. The occurrences of structure whose deviancy represent the degree of the required to produces acceptable utterances.

Example:

They diligent student in the class (Incorrect)

They **are** diligent students in the class (Correct)

- e. False concept hypothesized. It is faulty comprehension of distinction in the target language.

Example:

I read a book in the library

I read a book in the bookstore

In Spanish, library means bookstore. But, in English different meaning.

B. Relevant Research

Talking about grammar and writing, there are many investigations that have been done by many researchers. They researched in various objects and different ways. The following is one of the relevant researches in reference to this Research project.

In Mariati paper (2008) with the title “an error analysis of preposition of the second year students at SMPN 4 Kembung Luar Kecamatan Bantan”, the writer designed her study in errors done by students in using preposition. The research had been conducted since May until Augustus. The subject of the research is student consisting of 60 students. In addition, the object of the research is using preposition.

To get the data about the use of preposition, the writer used preposition test that consisted of 20 items with two types of test, multiple choices and fill in the blank. Then, the writer presented the result of the test into a classification

table in which 81-100 can be categorized into very well, 61-80 is good, 41-60 is mediocre, 21-40 is bad and 0-20 is very bad.

Based on the result of the research, the writer concluded that students made error in their composition, those errors were caused by lack of knowledge background about preposition, because it can lead of the errors in writing good composition. The result can be seen that the level percentage of the students is 47.83%. It can be categorized that the second year students at SMPN 4 Kembang luar Kecamatan Bantan is at mediocre level.

C. Operational Concept

Concept is a main element to avoid misunderstanding in specific study. As a concept, it is still operated in abstract from the research planning which needs to be interpreted into particular words in order to be easy to measure. It means those operational concepts are needed to avoid misinterpretation about the content of these by another reader.

By the first formulation, the type of preposition that the students tend to make error in simple sentences will be indicated by following indicators stated as follows:

- a. Students make error in using preposition of time (at, in, on, for) in simple sentences.
- b. Students make error in using preposition of place (at, in, on, to) in simple sentences.

- c. Students make error in differentiating the use of preposition of time (at, in, on, for) in simple sentences.
- d. Students make error in differentiating the use of preposition place (at, in, on, to) in simple sentences.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this research was descriptive quantitative. It was aimed to describe and to analyze students error in using preposition in simple sentences and to determine the category of preposition which the second year students of MTs Negeri Sungai Apit tend to make error. It was also to find out factors that influence the students' error in using preposition in simple sentences.

B. Location and Time of the Research

The location of this research was at MTs Negeri Sungai Apit. It was located in Siak Sri Indrapura Regency. This research was conducted from June to august in academic year of 2008/2009.

C. Subject and Object of the Research

The subject of this research was the second year students of MTs Negeri Sungai Apit, and the object was the students' error in using preposition in simple sentences. The writer also wants to know the factors that caused the students' error in using preposition in simple sentences.

D. Population and Sample of Research

The population of this research was the second year students of MTs Negeri Sungai Apit. The number of students is 100 consisting of three classes. Arikunto (1998:120) mentions that if the amount of the subject is more than 100, it will be better to take 25% or more than it and if it is lower than 100 subjects, it

must be taken all. Therefore, the writer takes sample of population by using random sampling. The sample of the research can be seen as follows.

TABLE III.1
The Total Population and Sample of the Research

No	Class	The Population			The Sample (25%)		
		Male	Female	Total	Male	Female	Total
1	II A	20	14	34	5	4	9
2	II B	21	11	33	5	3	8
3	II C	22	12	34	6	3	9
TOTAL		63	37	100	16	10	26

From the table above, it can be known that the sample of this research consists of 26 students taken from three classes of the second year of MTs Negeri Sungai Apit.

E. Techniques of Data Collection

The technique of data collection used by the writer in this research was test. Before conducting the real research, the writer conducted a try-out to verify the test whether they are reliable or not. It was also done to find the level of difficulty. If the levels of the items are <30% and >70%, they are excluded from the test and changed to the new items that are more appropriate. The difficulty level on each items showed how easy or difficult a particular items was. It was calculated by using formula:

$$FV = \frac{R}{N}$$

Where: FV= The Difficulty Level

R= The Number of Correct Answer

N= The Number of Students

(Heaton, 1988:178)

a. Try-Out

When the writer conducted a try-out, there were 26 students who did the test. They were from the second year students of MTs Negeri Sungai Apit. After analyzing the data of the try out, the writer found that there were 5 items of the test rejected. Because the index difficulty of them is $<30\%$ and $>70\%$ (see appendix IV), then, the rejected items were changed into the new items.

a. Test

The test used was objectives test which consist of 16 items, multiple choices of preposition. The students were asked to chose the correct answer of preposition (at, in, on, for, to) in simple sentences. It is about preposition of time and place.

The test was given to 26 students. They were from the second year students of MTs Negeri Sungai Apit. The test was done three times because the writer wanted to know whether the students make errors or mistakes. To know the result of the test, please see appendix XI, XII and XIII.

After obtaining the data, the writer calculated them to obtain the percentage of error made by the second year students of MTs Negeri Sungai Apit in using preposition in each type of preposition in simple sentences. So, the writer will know the type of preposition that the students tend to make error.

F. Technique of Data Analysis

This research was focused on the student error in using preposition in simple sentences, and the objectives of this research are to find out the types of preposition that the student tend to make error and to know the factors that influence the students error in using preposition in simple sentences. The data were analyzed by classifying the error made the students into each type of preposition.

To know the students error in using preposition in simple sentences made by the second year students of MTs Negeri Sungai Apit, The writer used the formula as follows:

$$D = \frac{E}{N.I} \times 100\%$$

Notation:

D = Level of difficulty of each category of preposition

E = Number of Errors

N = Number of Respondents

I = Number of Items

When the “D” of each category of preposition is bigger or equal to 40 percent, the category is considered as difficult. On the other hand, when the “D” is found smaller than 40 percents, the category is considered easy (Hughes, 1989, in Nurida, 2002:6)

CHAPTER IV

THE DATA PRESENTATION AND DATA ANALYSIS

A. The Data Presentation

1. The Data Presentation of Test 1

Table 1V.1

The Total of Students Error in Using Preposition in Simple Sentences

Number of item (I)	Number of students making error (E)	Percentage	Number of students' correct answer	Percentage
1	15	57%	11	42%
2	11	42%	15	57%
3	10	38%	16	61%
4	10	38%	16	61%
5	13	50%	13	50%
6	10	38%	16	61%
7	11	42%	15	57%
8	15	57%	11	42%
9	13	50%	13	50%
10	14	53%	12	46%
11	13	50%	13	50%
12	15	57%	11	42%
13	16	61%	10	38%
14	13	50%	13	50%
15	14	53%	12	46%
16	12	46%	14	53%
Total	205		211	

From the table above, it can be seen that the total number of error made by the students in using preposition in simple sentences as whole at the first test is 205.

Then, to find out the types of preposition that the students tend to make error, the writer classified the students' error of each criterion of using preposition through the following tables:

Table VI.2
Students Error in Using Preposition of Time in Simple Sentences

Number of item (I)	Number of students making error (E)	Percentage	Number of students' correct answer	Percentage
1	15	57%	11	42%
2	11	42%	15	57%
3	10	38%	16	61%
4	10	38%	16	61%
5	13	50%	13	50%
6	10	38%	16	61%
7	11	42%	15	57%
8	15	57%	11	42%
Total	95		113	

From the table above, it can be seen that at the first test there are 15 students made error in answering item No.1, 11 students made error in answering item No.2, 10 students made error in answering item No.3, 10 students made error in answering item No.4, 13 students made error in answering item No.5, 10 students made error in answering item No.6, 11 students made error in answering item No.7, 15 students made error in answering item No.8. So, the total number of error made by the students in using preposition of time in simple sentences at the first test is 95.

Table IV.3
The Calculation of Students Error in Using Preposition of Place in Simple Sentences

Number of item (I)	Number of students making error (E)	Percentage	Number of students' correct answer	Percentage
9	13	50%	13	50%
10	14	53%	12	46%
11	13	50%	13	50%
12	15	50%	11	42%
13	16	61%	10	38%
14	13	50%	13	50%
15	14	53%	12	46%
16	12	46%	14	53%
Total	110		98	

From the table above, it can be seen that at the first test there are 13 students made error in answering item No. 9, 14 students made error in answering item No.10, 13 students made error in answering item No.11, 15 students made error in answering item No.12, 16 students made error in answering item No.13, 13 students made error in answering item No.14, 14 students made error in answering item No.15, 12 students made error in answering item No.16. So, the total number of error made by the students in using preposition of place in simple sentences at the first test is 110.

2. The Data Presentation of the Test II

Table IV.4
The Total of Students Error in Using Preposition in Simple Sentences

Number of item (I)	Number of students making error (E)	Percentage	Number of students' correct answer	Percentage
1	14	53%	12	46%
2	11	42%	15	57%
3	10	38%	16	61%
4	10	38%	16	61%
5	16	61%	10	38%
6	13	50%	13	50%
7	12	46%	14	53%
8	13	50%	13	50%
9	16	61%	10	38%
10	14	53%	12	46%
11	16	61%	10	38%
12	13	50%	13	50%
13	14	53%	12	46%
14	13	38%	13	38%
15	14	53%	12	46%
16	13	50%	13	50%
Total	212		204	

From the table above, it can be seen that the total number of error made by the students in using preposition in simple sentences as whole at the second test is 212.

Then, to find out the types of preposition that the students tend to make error, the writer classified students error of each criterion of using preposition in simple sentences through the following tables:

Table IV.5
Students Error in Using Preposition of Time in Simple Sentences

Number of item (I)	Number of students making error (E)	Percentage	Number of students' correct answer	Percentage
1	14	53%	12	46%
2	11	42%	15	57%
3	10	38%	16	61%
4	10	38%	16	61%
5	16	61%	10	38%
6	13	50%	13	50%
7	12	46%	14	53%
8	13	50%	13	50%
Total	99		109	

From the table above, it can be seen that in the second test there are 14 students made error in answering item No.1, 11 students made error in answering item No.2, 10 students made error in answering item No.3, 10 students made error in answering item No.4, 16 students made error in answering item No.5, 13 students made error in answering item No.6, 12 students made error in answering item No.7, 13 students made error in answering item No.8. So, the total number of error that made by the students in using preposition in simple sentences at the second test is 99.

Table IV.6
The Calculation of Students Error in Using Preposition of Place in Simple Sentences

Number of item (I)	Number of students making error (E)	Percentage	Number of students' correct answer	Percentage
9	16	61%	10	38%
10	14	53%	12	46%
11	16	61%	10	38%
12	13	50%	13	50%
13	14	53%	12	46%
14	12	46%	14	53%
15	14	53%	12	46%
16	13	50%	13	50%
Total	113		95	

From the table above, it can be seen that in the second test there are 16 students made error in answering item No.9, 14 students made error in answering the item No.10, 16 students made error in answering item No.11, 13 students made error in answering item No. 12, 14 students made error in answering item No.13, 12 students made error in answering item No. 14, 14 students made error in answering item No.15, 13 students made error in answering the item No.16. So, the total number of error that made by the students in using preposition of place in simple sentences at the second test is 113.

3. The Data Presentation of Test III

Table IV.7
Students Error in Using Preposition in Simple Sentences

Number of item (I)	Number of students making error (E)	Percentage	Number of students' correct answer	Percentage
1	15	57%	11	42%
2	13	50%	13	50%
3	13	50%	13	50%
4	11	42%	15	57%
5	13	50%	13	50%
6	12	46%	14	53%
7	12	46%	14	53%
8	14	53%	12	46%
9	14	53%	12	46%
10	16	61%	10	38%
11	14	53%	12	46%
12	15	57%	11	42%
13	13	50%	13	50%
14	15	57%	11	42%
15	14	53%	12	46%
16	13	50%	13	50%
Total	217		199	

From the table above, it can be seen that the total number of errors made by the students in using preposition in simple sentences as whole at the third test is 217.

Then, to find out the types of preposition that the students tend to make error, the writer classified the students' error of each criterion of using preposition through the following tables:

Table IV.8
Students Error in Using Preposition of Time in Simple Sentences

Number of item (I)	Number of students making error (E)	Percentage	Number of students' correct answer	Percentage
1	15	57%	11	42%
2	13	50%	13	50%
3	13	50%	13	50%
4	11	42%	15	57%
5	13	50%	13	50%
6	12	46%	14	53%
7	12	46%	14	53%
8	14	53%	12	46%
Total	102		106	

From the table above, it can be seen that in the third test there are 15 students made error in answering item No.1, 13 students made error in answering item No.2, 13 students made error in answering item No.3, 11 students made error in answering item No.4, 13 students made error in answering item No.5, 12 students made error in answering item No.6, 12 students made error in answering item No.7, 14 students made error in answering item No.8. So, the total number of error that made by the students in using preposition of time in simple sentences at the third test is 102.

Table IV.9
The Calculation of Students Error in Using Preposition of Place in Simple Sentences

Number of item (I)	Number of students making error (E)	Percentage	Number of students' correct answer	Percentage
9	14	53%	12	46%
10	16	61%	10	42%
11	14	53%	12	46%
12	15	57%	11	42%
13	13	50%	13	50%
14	15	57%	11	42%
15	14	53%	12	46%
16	13	50%	13	50%
Total	114		94	

From the table above, it can be seen that in the third test there are 14 students made errors in answering item No.9, 16 students made error in answering item No. 10, 14 students made error in answering item No.11, 15 students made error in answering item No.12, 13 students made error in answering item No. 13, 15 students made error in answering item No.14, 14 students made error in answering item No.15, 13 students made error in answering item No.16. So, the total number of error that made by the students in using preposition of place in simple sentences at the third test is 114.

B. Data Analysis

1. Students Error in Using Preposition in Simple Sentences

The title of this research is students' error in using preposition in simple sentences at the second year students of MTsN Sungai Apit. To calculate the data about students' error in using preposition, the writer used formula as follows:

$$D = \frac{E}{N.I} \times 100\%$$

Notation:

D = Level of difficulty of each category of preposition

E = Number of Errors

N = Number of Respondents

I = Number of items

2. The Data Presentation of Test 1

Table VI.10
The Total of Students Error in Using Preposition in Simple Sentences

Number of item (I)	Number of students making error (E)	Percentage	Number of students' correct answer	Percentage
1	15	57%	11	42%
2	11	42%	15	57%
3	10	38%	16	61%
4	10	38%	16	61%
5	13	50%	13	50%
6	10	38%	16	61%
7	11	42%	15	57%
8	15	57%	11	42%
9	13	50%	13	50%
10	14	53%	12	46%
11	13	50%	13	50%
12	15	57%	11	42%
13	16	61%	10	38%
14	13	50%	13	50%
15	14	53%	12	46%
16	12	46%	14	53%
Total	205		211	

From the table above, the students error in using preposition in simple sentences at the first test can be calculated as follow:

$$D = \frac{E}{N.I} \times 100\%$$

$$D = \frac{205}{26.16} \times 100$$

$$D = \frac{205}{416} \times 100$$

$$D = 49.27 \%$$

From calculation above, the students error in using preposition in simple sentences at the second year students of MTsN Sungai Apit as whole in the first test is 49.27 %. It can be concluded that the students still get difficulties in using preposition in simple sentences because the percentage is bigger than 40%. Referring to the data above, the writer concluded that the students error in using preposition at the second year students of MTsN Sungai Apit is still at high level.

Table VI.11
Students Error in Using Preposition of Time in Simple Sentences

Number of item (I)	Number of students making error (E)	Percentage	Number of students' correct answer	Percentage
1	15	57%	11	42%
2	11	42%	15	57%
3	10	38%	16	61%
4	10	38%	16	61%
5	13	50%	13	50%
6	10	38%	16	61%
7	11	42%	15	57%
8	15	57%	11	42%
Total	95		113	

$$D = \frac{E}{N.I} \times 100\%$$

$$D = \frac{95}{26.8} \times 100$$

$$D = \frac{95}{208} \times 100$$

$$D = 45.67\%$$

From the calculation above, the students error in using preposition of time in simple sentences is 45.67%. It indicates that the students get difficulties in using preposition of time in simple sentences because the “D” is bigger than 40%.

Table IV.12
The Percentage of Students Error in Using Preposition of Place in Simple Sentences

Number of item (I)	Number of students making error (E)	Percentage	Number of students' correct answer	Percentage
9	13	50%	13	50%
10	14	53%	12	46%
11	13	50%	13	50%
12	15	50%	11	42%
13	16	61%	10	38%
14	13	50%	13	50%
15	14	53%	12	46%
16	12	46%	14	53%
Total	110		98	

$$D = \frac{E}{N.I} \times 100\%$$

$$D = \frac{110}{26.8} \times 100$$

$$D = 110 \times 100$$

$$208$$

$$D = 52.88\%$$

From the calculation above, the students error in using preposition of place in simple sentences is 52.88%. It indicates that the students also get difficulties in

using preposition of place because the “D” is bigger than 40%. It means that the students still make error in using preposition in simple sentence.

3. The Data Analysis of the Test II

Table.IV.13
The Total of Students Error in Using Preposition in Simple Sentences

Number of item (I)	Number of students making error (E)	Percentage	Number of students' correct answer	Percentage
1	14	53%	12	46%
2	11	42%	15	57%
3	10	38%	16	61%
4	10	38%	16	61%
5	16	61%	10	38%
6	13	50%	13	50%
7	12	46%	14	53%
8	13	50%	13	50%
9	16	61%	10	38%
10	14	53%	12	46%
11	16	61%	10	38%
12	13	50%	13	50%
13	14	53%	12	46%
14	13	38%	13	38%
15	14	53%	12	46%
16	13	50%	13	50%
Total	212		204	

From the table above, the students error in using preposition in the second test as whole can be calculated as follow:

$$D = \frac{E}{N.I} \times 100\%$$

$$D = \frac{212}{26.16} \times 100$$

$$D = \frac{212}{416} \times 100$$

$$D = 50.96\%$$

From calculation above, the students error in using preposition in simple sentences at the second year students of MTsN Sungai Apit as whole in the second test is 50.96%. It can be concluded that the students still get difficulties in using preposition because the percentage is bigger than 40%. Referring to the data above, the writer concluded the students error in using preposition at the second year students of MTsN Sungai Apit is still at high level.

Table IV.14
Students Error in Using Preposition of Time in Simple Sentences

Number of item (I)	Number of students making error (E)	Percentage	Number of students' correct answer	Percentage
1	14	53%	12	46%
2	11	42%	15	57%
3	10	38%	16	61%
4	10	38%	16	61%
5	16	61%	10	38%
6	13	50%	13	50%
7	12	46%	14	53%
8	13	50%	13	50%
Total	99		109	

$$D = \frac{E}{N.I} \times 100\%$$

$$D = \frac{99}{26.8} \times 100$$

$$D = \frac{99}{208} \times 100$$

$$D = 47.59\%$$

From the calculation above, the students error in using preposition of time in simple sentences is 47.59%. It indicates that the students get difficulties in using preposition of time in simple sentences because the “D” is bigger than 40%.

Table IV.15
The Percentage of Students Error in Using Preposition of Place in Simple Sentences

Number of item (I)	Number of students making error (E)	Percentage	Number of students' correct answer	Percentage
9	16	61%	10	38%
10	14	53%	12	46%
11	16	61%	10	38%
12	13	50%	13	50%
13	14	53%	12	46%
14	12	46%	14	53%
15	14	53%	12	46%
16	13	50%	13	50%
Total	113		95	

$$D = \frac{E}{N.I} \times 100\%$$

$$D = \frac{113}{26.8} \times 100$$

$$D = \frac{113}{208} \times 100$$

$$D = 54.33\%$$

From the calculation above, the students error in using preposition of place in simple sentences is 54.33%. It indicates that the students also get difficulties in using preposition of place in simple sentences because the “D” is bigger than 40%. It means that the students still make error in using preposition of place in simple sentences.

4. The Data Analysis of Test III

Table.IV.16
The Total of Students Error in Using Preposition in Simple Sentences

Number of item (I)	Number of students making error (E)	Percentage	Number of students' correct answer	Percentage
1	15	57%	11	42%
2	13	50%	13	50%
3	13	50%	13	50%
4	11	42%	15	57%
5	13	50%	13	50%
6	12	46%	14	53%
7	12	46%	14	53%
8	14	53%	12	46%
9	14	53%	12	46%
10	16	61%	10	38%
11	14	53%	12	46%
12	15	57%	11	42%
13	13	50%	13	50%
14	15	57%	11	42%
15	14	53%	12	46%
16	13	50%	13	50%
Total	217		199	

From the table above, the students error in using preposition in simple sentences in the third test as whole can be calculated as follow:

$$D = \frac{E}{N.I} \times 100\%$$

$$D = \frac{217}{416} \times 100$$

$$D = \frac{217}{416} \times 100$$

$$D = 52.16\%$$

From the calculation above, the students error in using preposition in simple sentences at the second year students of MTsN Sungai Apit as whole in the third test is 52.16%. It can concluded that the students still get difficulties in using preposition in simple sentences because the percentage is bigger than 40%. Referring to the data above, the writer concluded that the students error in using preposition in simple sentences at the second year students of MTsN Sungai Apit is still at high level.

Table IV.17
Students Error in Using Preposition of Time in Simple Sentences

Number of item (I)	Number of students making error (E)	Percentage	Number of students' correct answer	Percentage
1	15	57%	11	42%
2	13	50%	13	50%
3	13	50%	13	50%
4	11	42%	15	57%
5	13	50%	13	50%
6	12	46%	14	53%
7	12	46%	14	53%
8	14	53%	12	46%
Total	102		106	

$$D = \frac{E}{N.I} \times 100\%$$

$$D = \frac{102}{26.8} \times 100$$

$$D = \frac{102}{208} \times 100$$

$$D = 49.04\%$$

From the calculation above, the students' error in using preposition of time in simple sentences at the third test is 49.04%. It indicates that the students get

difficulties in using preposition of time in simple sentences because the “D” is bigger than 40%.

Table IV.18
The Percentage of Students Error in Using Preposition of Place in Simple Sentences

Number of item (I)	Number of students making error (E)	Percentage	Number of students' correct answer	Percentage
9	14	53%	12	46%
10	16	61%	10	42%
11	14	53%	12	46%
12	15	57%	11	42%
13	13	50%	13	50%
14	15	57%	11	42%
15	14	53%	12	46%
16	13	50%	13	50%
Total	114		94	

$$D = \frac{E}{N.I} \times 100$$

$$D = \frac{114}{26.8} \times 100$$

$$D = \frac{114}{208} \times 100$$

$$D = 54.81\%$$

From the calculation above, the students error in using preposition of place in simple sentences at the third test is 54.81%. It indicates that the students get difficulties in using preposition of place in simple sentences because the “D” is bigger than 40%.

To know the types of preposition in simple sentences that the students tend to make error, the writer made recapitulation of them such as the following tables:

Tables.IV.19
The Recapitulation of Students Error in Using Preposition in Simple Sentences

No	Test	Types of Preposition	
		Preposition of Time	Preposition of Place
1	Test I	45.67%	52.88%
2	Test II	47.59%	54.33%
3	Test III	49.04%	54.81%

From the table above, it can be seen that the percentages of students error in using preposition of time in simple sentences are 45.67% at the first test and 47.59% at the second test and 49.04% at the third test. The percentages of the students' error in using preposition of place in simple sentences are 52.88% at the first test, 54.33% at the second test and 54.81% at the third test. Referring to the formulation of the problem "what type of preposition that the students tend to make error in simple sentences?". So, based on the table above it can be concluded that the students tend to make error in using preposition of place in simple sentences.

1. The Factors that Causes the Students Error in Using Preposition in Simple Sentence.

There are two factors that causes students error, they are:

- 1. Interlingua errors** are the errors made by the learners because the characteristics of their native language or mother tongue interference the language being learned.

According Richards (1992:186), states that in language learning, learner errors are caused by several different processes, these include:

- a. Borrowing pattern from the mother tongue (language transfer)

Example:

I **am** here since Monday (Incorrect)

I have been here since morning (Correct)

- b. Extending pattern from the target language (overgeneralization)

Example:

The students are able to use **of** preposition in simple sentences
(Incorrect)

The students are able to use preposition in simple sentences
(Correct)

- c. Expressing meanings using the words and grammar which are already known (communication strategy)

Example:

She stays at building

She stays at apartment complex

2. Intralingua and development errors are the errors which reflect general efforts to learn the second language, which show the development of learning techniques.

Furthermore, Richard (1974:6) classifies the type of intralingua error into:

- a. Overgeneralization. It covers instances where the learner creates a deviant structure on the basis of his/her experience of other structures in the target language. Example:

She is pretty girl in the class

He **works** in the office everyday.

She **watches** television in the hotel

I was hungry yesterday

He **worked** in the office last time.

They **played** football last week

Based on the example above, not all of the word in the sentences can give **s/es** or **ed**. But, based on the tense of sentences it self.

- b. Ignorance of rule restriction (Analogy). The errors are closely related to generalization deviant structures. It is failure to observe the restriction of existing structures, that is, application of the rules to context where they do not apply.

Example:

My mother sends **to** me much money today (Incorrect)

My mother sends me much money to me (Correct)

- d. Incomplete application of rules. The occurrences of structure whose deviancy represent the degree of the required to produces acceptable utterances.

Example:

They diligent student in the class (Incorrect)

They **are** diligent students in the class (Correct)

- e. False concept hypothesized. It is faulty comprehension of distinction in the target language.

Example:

I read a book in the library

I read a book in the bookstore

In Spanish, library means bookstore. But, in English different meaning.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Research Conclusion

Based on the findings research in previous chapter, the writer draws some conclusion:

The first formulation is that to find out “What type of preposition that the students tend to make error in simple sentences?” After conducting the research, the writer found that the students tend to make error in using preposition of place in simple sentences (52.88% at the first test, 54.33% at the second test, 54.81% at the third test). Because of the score percentage of students is high. In other words, those errors are caused by: The students are lack of background about preposition, The students are lack of mastering vocabulary and grammar.

The second formulation of problem is “What factors that influence the students’ error in using preposition (at, in, for, on and to) in simple sentences?” Based on the theory Richards in theoretical framework, there are two factors. They are: **Interlingua errors** (Borrowing pattern from the mother tongue (language transfer), Extending pattern from the target language (overgeneralization), Expressing meanings using the words and grammar which are already known (communication strategy), and **Intralingua and development errors** (Overgeneralization, Ignorance of rule restriction (Analogy), Incomplete application of rules, False concept hypothesized

B. Suggestion

Based on the result of study, the writer would like to offer some suggestions for the students and teacher:

1. An English teacher has to improve students' knowledge about preposition in particular and give them more exercises about preposition in simple sentences
2. The teacher should know and be able to implement a good method in teaching preposition in simple sentences
3. English teacher should as a motivator and a stimulator and give them a suggestion because it is quite complicated to learn.
4. The teacher should be award of those errors by doing some correction because it is process of improving in learning.

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